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ABSTRACT

This fourth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with understanding and utilizing resources, facilities, and personnel in family and community services. It is designed to help students examine resources used to help and serve clients and to become familiar with the variety of resources that institutions and communities utilize to serve people. It helps students evaluate their own talents and skills for helping people in relation to specific client groups. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

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ED203105

Family and Community Services

MODULE IV

RESOURCES, FACILITIES, AND PERSONNEL IN FAMILY AND COMMUNITY SERVICES

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CE029170

CURRICULUM MODULES

I. Securing Employment (Office of Education)

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Services Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

MODULE IV - Resources, Facilities, and Personnel in Family and Community Services

Competencies:	Objectives:
1. Understand individual and community resources and facilities, and how they can be utilized for various target groups.	1.1 Identify individual, family, and community resources to utilize in working with people.
	1.2 Categorize resources and facilities according to the type of needs and services they can meet, and also according to the target group(s) for which they would be appropriate.

Suggested Strategies. Students will:	References and Resources:
1.1.1 List 20 resources to utilize in working with people, by looking in the newspaper, telephone book, talking with people, or from personal experiences	1.1.1 a. Newspaper, Telephone books b. Chamber of Commerce c. Service organizations d. Business/Industrial concerns e. Libraries f. "Personal Approach to a Career Folder"(free from Job Service) g. Social workers h. Families
or	
1.1.2 Participate in a contest to get the most extensive list of resources to utilize human services. (Work in small groups, combining individual lists.)	
1.1.3 Check all the resources in the human services area that they have utilized or had contact with personally.	
1.2.1 Read Case Stories "Frank and Carol" and "Earl and Mary" and discuss family and community services facilities and agencies available to them in own community. Answer: Do they need additional agencies or institutions?	1.2.1 Appendix: "Frank and Carol" and "Earl and Mary"
1.2.2 Discuss the family resources "Frank and Carol" and "Earl and Mary" have.	
1.2.3 List the ways you could help these people.	
1.2.4 List the categories of people who need help in our society and discuss the resources, facilities, and personnel appropriate for helping them and for certain needs within the human services area.	1.2.4 Such as economically depressed, unskilled, elderly, physically handicapped, mentally and emotionally handicapped, unemployed, orphans, battered wives and children, alcoholics
1.2.5 Select and participate in field trips to various agencies and institutions to observe their activities in serving those target groups which need help.	
1.2.6 React to a panel of people representing various community facilities to discuss the role of their particular facility and the clientele they serve.	

Competencies:	Objectives:
1. (continued)	1.2 (continued)
2. Demonstrate ability to utilize community, state, or federal resources, facilities, and personnel available in assisting work with people.	2.1 Plan approach to use in contacting community, state, or federal resources, facilities, and personnel to get information or receive assistance.

Suggested Strategies. Students will:	References and Resources:
1.2.7 Work in small groups to complete charts categorizing agencies, institutions, personnel, facilities, and resources according to the human needs they serve, and the target group(s) they serve.	1.2.7 Appendix: Chart to categorize agencies by services and clients
1.2.8 Discuss results of the group work on the charts with the whole class.	
1.2.9 Discuss referrals, and the circumstances that may prompt a referral.	1.2.9 Get materials from: Job Service Personnel Placement Bureaus Support Personnel in Social and Rehabilitation Service Programs
1.2.10 Discuss possible legal concerns of agencies and institutions with regard to the clients they serve.	1.2.10 Guest speaker and/or discussion leader: Doctors, lawyers, etc. Legal Aide Society Social Welfare Dept. Visiting Nurses Association Labor Unions - (Labor management representative)
1.2.11 Brainstorm on the topic of "the impact of the institution's or agency's environment on the client."	
2.1.1 Brainstorm on most effective methods of contacting human service resources, facilities, and personnel.	
2.1.2 Listen and react to speakers from various institutions to explain their contact and referral procedures, or interview agency personnel about referrals and contact procedures.	2.1.2 Use community personnel such as directors of nursing homes, visiting homemakers or homemaker /health agencies, juvenile officers, family management consultants, etc.
or	
2.1.3 Interview community personnel to find out their contact and referral procedures.	2.1.3 Use community personnel as listed in 2.1.2
2.1.4 Read case situations and answer questions (in groups or individually).	2.1.4 Appendix: Case Stories
2.1.5 Review principles of referral and making contacts as presented by guest speakers.	2.1.5 Guest speakers and teachers.

Competencies:	Objectives:
2. (continued)	2.2 Demonstrate ability to contact an agency to get information or receive assistance (by role-playing).
3. Relate the purposes of specific resource institutions, personnel, and facilities to the employment situation, considering time, energy, and money management.	3.1 Identify specific aspects such as time, energy, money management and families, to consider when deciding to contact an agency. 3.2 Develop a plan involving resource personnel, institutions, or facilities appropriate to a given employment situation, considering time, energy, and money management.
4. Determine facilities which are necessary for selected client target groups.	4.1 List client characteristics which need special physical facilities.

Suggested Strategies: Students will:	References and Resources:
2.2.1 Role-play phone calls to agencies to help the people in Case Stories	2.2.1 See Appendix 2.1.4 - Case Stories
2.2.2 Have each student contact an agency they may be involved with on their job to interview them as to their specific services and resources. Each student should answer questions on questionnaire and report to the class.	2.2.2 Appendix: Agency Information Questionnaire
3.1.1 Utilize information from questionnaire to set up guidelines on "when to get outside help."	
3.2.1 Work in small groups and write situations which they might encounter so student employee will determine: 1) if and when to get "outside help," 2) how, and 3) what agency to contact, and 4) explain decisions in terms of the time, energy, money, or other resources that will be conserved or benefited.	
3.2.2 Discuss with the class the decisions students presented in role-playing their specific case situations.	
4.1.1 Take a field trip or view a film and keep a record of the unusual things you see in the building and surroundings.	4.1.1 Teacher should plan field trip to a place which has done a good job planning facilities or show a film relating to a special group such as elderly or handicapped.
4.1.2 Make a list of the client characteristics which necessitate the environmental factors you recorded previously.	
4.1.3 List any special facilities you think would be necessary for a) elderly, b) mentally retarded, c) economically depressed, d) small children. This may be done in groups or individually.	

Competencies:	Objectives:
4. (continued)	4.2 Be aware of variety of needs which can be met if attention is given to physical facilities.
5. Evaluate own skills for family and community services and involve self in improving competence.	5.1 Be aware of the effectiveness of own communication skills.
	5.2 Know types of communication and the importance of each kind when working with or helping people.
	5.3 Answer phone calls and relay messages.
	5.4 Recognize that people have differing skills for working with a variety of client (target) groups.

Suggested Strategies. Students will:	References and Resources:
4.2.1 Use the list of problems provided for each group and tell how the environment could be modified to help.	4.2.1 Appendix: Selected Problems and Physical Facilities Teachers may add other client groups with problems to suit own program
4.2.2 Discuss how certain things can be used to help people with problems: 1. railings, 2. bowls with suction on bottom, 3. lawn chair in shower, 4. silverware with thick handles, 5. rolled towels, 6. push buttons, 7. magnifiers, 8. clean floors. Try to add to the list.	
5.1.1 Fill out check list "My Communication Skills" and discuss answers with the teacher or a classmate.	5.1.1 Appendix: My Communication Skills
5.2.1 Read assignment on communication: Chapter 7 in Person to Person and select activities suggested in the reading.	5.2.1 Sasse, Connie R. Person to Person. Chas. A. Bennett Co., Inc. Peoria, IL 61614 Chapter 7, pp. 136-164 (teacher may select another book)
5.3.1 Read the "Performance Guide for Telephone Use" and role-play various situations with classmates. Try to anticipate what will happen on your job placement.	5.3.1 Appendix: "Performance Guide for Telephone Use"
5.3.2 Make a list of the things you need to practice to make best use of your own communication skills	
5.4.1 Develop a list of skills and abilities present in class members such as: physical strength, singing, playing the piano, good at crafts, playing cards, dancing, driving a truck. For each skill listed, try to think of some way this skill could be used to help a) elderly b) children c) handicapped and one-parent families.	
5.4.2 Make a plan for developing one new skill which will be helpful to clients.	5.4.2 Plan should include 1) goal, 2) steps to learn, 3) time plan, 4) method to judge completion.

Competencies:	Objectives:
5. (continued)	5.4 (continued)
	5.5 Value own family roles and experiences which can be shared to help others.
	5.6 Summarize development of talents for Family and Community Service Occupations

Suggested Strategies. Students will:	References and Resources:
5.4.3 Fill out the "Checklist for General Home Tasks" and decide which ones you need to learn to do.	5.4.3 Appendix: "Checklist for General Home Tasks"
5.5.1 Have teacher tell one family experience she has had which she could share with elderly people. Each student tell one family experience which could help someone else. For example: How the family helped an alcoholic aunt, retarded brother or sister, uncle who lost his job, or how the family deals with birthdays, problems, death, anniversaries, etc.	
5.5.2 Write a short paragraph which explains the skills and qualities which could be utilized as resources for family and community services. Let the teacher check your assignment, then save it to read six months from now.	
5.6.1 View filmstrips "Making the Most of Your Talents" and discuss with classmates and teacher	5.6.1 "Making the Most of Your Talents," 3 filmstrips, 3 LP records, 3 tape cassettes Teacher's Guide No. 6685-1330 (1979 price: $89.50) Guidance Associates, Communications Park, Box 30 White Plains, NY 10602

CASE STORIES

Frank and Carol

Frank, age 27, worked as a night custodian at the local auto parts plant but production was cut and Frank was laid off. That was two months ago. He is married to Carol, age 26, and they have two children, ages 18 months and 3 years. Frank and Carol own and live in a small trailer home four miles out of town.

Frank has been looking for work, driving the family car into the city every day to apply for jobs. Money is tight, however, and when Carol receives a call about her mother who lives in another state (alone and with no relatives near), and learns that mother has broken her hip, Carol uses the last of the family savings to buy a round-trip plane ticket to fly home.

Frank drives her to the airport and drives back home but when he goes to start the car the next morning, it will not turn over. He discovers that he needs an expensive part which he cannot afford to buy. He calls Carol and asks her to come home - the children are too much for him alone, the trailer is a mess, they're out of food, and have no money or car to go shopping with. Carol says mother needs her as she cannot take care of herself, prepare her own meals, or get to and from the doctor's office.

by Linda Zingg

Earl and Mary

Earl and Mary Smith have been married for eight years. Both were schoolmates in high school and married a month after graduation. Earl worked as a hired man on several farms before renting a 180-acre farm with 40 milk cows. Earl and Mary have six children, ranging in ages of 7 years to 4 months. Their oldest son, Tim, has been mentally retarded since birth. The other children are Sally, 6; Eric, 5; Helene, 4; Scott, 3; and Sonja, 6 months. Mary helps with the farm chores as well as grows a large garden which supplies the family with vegetables for the year.

About 2 months ago Earl was working in the silo and accidentally fell 40 feet. The accident happened early in the afternoon and Mary found him in shock at four o'clock in the afternoon when she went to get the cows from the field for milking. He was taken to a nearby hospital by ambulance and after examination it was diagnosed that he was a paraplegic (paralysis of the legs and the lower part of the trunk; paralysis from the chest downward). He also sustained a broken right arm and several cuts and bruises to the shoulder area. He is presently in the hospital because of complications with pneumonia.

Hospital expenses have been mounting and it is questionable if the insurance company will pay because the accident was ruled by insurance adjusters as human negligence because two top stairs were weak.

by Suzanne Kahl

Appendix
MOD IV
Strategy 1.2.7

Family and Community Services

Group members: 1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Date: _____

Fill in the blank with an agency, institution, business or other resource which could perform the function listed across the top for the clients listed at the left of the sheet. Don't forget the "family."

SERVICES

	Social stimulation, exercise and/or recreation	Health	Counseling	Crisis	Partial Care	Total Care
1. Children alone						
2. Elderly						
3. Physically handicapped						
4. Drug or alcohol addict						
5. Battered person						
6. Family in stress						

Appendix
MOD IV
Strategy 2.1.4

CASE STORIES

I. May has just learned she is pregnant. She is 16 years old and is not planning to be married. Her parents are alcoholics. Is there any place, in addition to the school, where she can get help for 1.) a healthy pregnancy? 2.) financial needs? 3.) emotional support? How could you refer Mary to these services?

II. Mr. Smith is 70 years old, his wife is dead and he does not receive a pension or social security. He has been living alone, but it is getting difficult as he is less and less able to walk and move around. To which agencies might you refer him if he wants to remain at home?

III. Mrs. Black has four children ages 3, 6, 8 and 10 and she has just been divorced. She has enough money for the next two or three months and expects to get a job, but is just too depressed to go out looking for a job. She is also very worried about what will happen to the children when she starts working. What services does she need. To which agencies or institutions would you refer her?

Appendix
MOD IV
Strategy 2.2.2

Agency Information Questionnaire

Name _____

Date _____

Answer each question.

1. What agency did you contact?

2. How did you contact the agency?

3. Did you talk to someone? Who?

4. What are some characteristics of the person the agency helps?

5. What information and services does the agency provide?

6. What problems may arise when attempting to get assistance. How would you handle these problems?

7. What requirements must be met before a person is eligible for assistance?

Selected Problems and Physical Facilities

Problems	Suggestions for Physical Facilities
I. Elderly	
a. getting lost	
b. too hot or too cold	
c. need privacy	
d. getting burned (i.e. coffee, food, etc.)	
e. slipping and stumbling	
f. depression	
II. Children	
a. getting dressed	
b. need privacy	
c. eating	
d. getting lost	
e. getting hurt (by toys, other children, etc.)	

My Communication Skills

Directions: Place a check in the blank that answers correctly for you.

1. Do I make myself understood to classmates (or fellow workers)? Yes_____ No_____
2. Do I look at people when they talk to me? Yes_____ No_____
3. Does my body say the same thing as my words? Yes_____ No_____
4. Do I write notes that others can understand? Yes_____ No_____
5. Do I tell people what I actually feel? Yes_____ No_____
6. Do I give others a chance to tell me what they are thinking or feeling? Yes_____ No_____
7. Do I avoid arguments by refusing to talk? Yes_____ No_____
8. Can I disagree with someone without yelling? Yes_____ No_____
9. Do I understand that some people do not hear well because of physical problems? Yes_____ No_____
10. Do I avoid people rather than listen to them? Yes_____ No_____

Performance Guide for Telephone Use

1. Give the proper salutation, identifying the area, yourself, and your position.
2. Listen attentively and determine the nature of the call.
3. Exhibit behavior that indicates concern for people - use courtesy, self-control, and exercise tact when denying information.
4. Use appropriate terminology, clarity of expression, diction, and grammar.
5. Record the name of the caller, time, and message legibly: who, what, when, where, why, and how.
6. Verify the information you recorded by repeating it to the person calling.
7. Exhibit awareness of time constraints.
8. Take appropriate action regarding the call.
9. If it is necessary to "hold" the call, do not disconnect the caller. Re-enter to reassure caller.
10. Seek assistance if needed.
11. Make certain the call is satisfactorily completed before disconnecting.
12. Relay the message promptly.

From: A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Health Care Worker. Vocational-Technical Education Consortium of States. The Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State University. September 1978.

Checklist for General Home Tasks

DIRECTIONS: Read the task, circle 1 if you can do it well, 2 if you need improvement, 3 if you cannot do it.

1 = can do well
2 = need improvement
3 = cannot do it

1.	Clean wood surfaces of various kinds	1.	1	2	3
2.	Clean and polish metal surfaces	2.	1	2	3
3.	Polish silverware	3.	1	2	3
4.	Clean glass and porcelain surfaces	4.	1	2	3
5.	Clean plastic surfaces	5.	1	2	3
6.	Clean fabric surfaces	6.	1	2	3
7.	Tell the difference between metal, glass and porcelain, plastic and fabric	7.	1	2	3
8.	Clean wall surface	8.	1	2	3
9.	Clean floors and floor coverings	9.	1	2	3
10.	Arrange clothing in storage areas	10.	1	2	3
11.	Clean heat and air conditioning filters	11.	1	2	3
12.	Clean oven	12.	1	2	3
13.	Clean refrigerator	13.	1	2	3
14.	Clean outside areas such as walks and driveways	14.	1	2	3
15.	Clean and maintain household linens	15.	1	2	3
16.	Turn mattress	16.	1	2	3
17.	Launder clothes	17.	1	2	3
18.	Iron and press clothes	18.	1	2	3
19.	Plan and prepare meals	19.	1	2	3
20.	Prepare grocery list	20.	1	2	3
21.	Shop for food	21.	1	2	3
22.	Set table and serve food	22.	1	2	3

Checklist for General Home Tasks (continued)

23.	Clean-up after meals	23.	1	2	3
24.	Care for children	24.	1	2	3
25.	Prepare baby formula	25.	1	2	3
26.	Care for person in wheelchair	26.	1	2	3
27.	Feed children or invalids	27.	1	2	3
28.	Do lawn work	28.	1	2	3
29.	Receive and deliver telephone messages	29.	1	2	3
30.	Water plants	30.	1	2	3

Now add up your score. There are 90 possible points, the higher your score the more work you need to do to develop your household/home care skills.

If you scored 30 or under, you are ready to go to work in someone's home.

If you scored 31 to 60, you need to do some more work to develop your skills.

If you scored over 61, you need to get to work right away.

Final Examination, MODULE IV

Resources and Facilities

Items

Competencies	Taxonomy Levels					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1	1-7	8-16				
2			17-26	27-32		
3			33-42			
4				43-50		
5	51-55	56-60				

Key: Resources and Facilities

1. E
2. G
3. C
4. A
5. B
6. H
7. F
8. A
9. C
10. C
11. C
12. C
13. B
14. B
15. A
16. B
17. K
18. E
19. A
20. C
21. G
22. J or F
23. F
24. I or A
25. H
26. D
27. D
28. D
29. B
30. B
31. D
32. A
33. X
34. X
35. X
36. O
37. O
38. O
39. O
40. O
41. X
42. X
43. A or C
44. C or D
45. D
46. B
47. C or E
48. C or D
49. A, C, or D
50. B. C, or E
51. E
52. A
53. B
54. C
55. D
56. D
57. C
58. A
59. B
60. G

MODULE IV
F & C Services
U.W.-Madison
59 pts.

Examination

Resources and Facilities

Student Name _____

DIRECTIONS: Read the services described on the left, and place the letter of the agency that provides that service in the blank on the left.

____ 1.	Information for pregnant mothers	A. A.A.
____ 2.	Information on contraceptives	B. American Red Cross
____ 3.	Help for people with breathing problems	C. Emphysema Association
____ 4.	Help for the alcoholic	D. Humane Society
____ 5.	Help for an entire community after a storm	E. March of Dimes
____ 6.	Find out what to do if you know about a case of child abuse	F. Mental Health Association (County)
____ 7.	Find out how to help someone who threatens suicide	G. Planned Parenthood
		H. Social Services (County)

DIRECTIONS: Select the sponsor for each of the services and/or agencies listed and place the letter in the blank provided.

Agencies and Services		Sponsor
____ 8.	Kidney Foundation	A. Charity (contributions)
____ 9.	Medicare	B. Commercial
____ 10.	Head Start	C. Government
____ 11.	Visiting Nurse Service	
____ 12.	Garbage Collection	
____ 13.	Plumbing	
____ 14.	Upjohn Cleaning Service	
____ 15.	March of Dimes	
____ 16.	Medical Clinic	

DIRECTIONS: Match the following problems with the agency you would utilize as a resource.

_____ 17. Elderly person who has trouble walking

_____ 18. Fire starts in the kitchen

_____ 19. An elderly person who has extreme chest pain

_____ 20. Young unwed, unemployed mother

_____ 21. Client is suing you

_____ 22. Child bitten by dog

_____ 23. Information to learn what to do if someone chokes

_____ 24. Child takes too many pills

_____ 25. It looks like a storm is coming and you want information about it

_____ 26. You need help planning food for a baby

A. Ambulance or Rescue Squad
B. Chamber of Commerce
C. Department of Public Aid
D. Dial-A-Dietitian
E. Fire Department
F. Health Department
G. Legal Services
H. National Weather Service
I. Poison Center
J. Police Department
K. Social Services

DIRECTIONS: Select the best response for each of the questions and place the letter in the blank provided.

_____ 27. You detect a fire in the home. Which of the following would you do first?
A. Call the operator
B. Try to stop the fire
C. Call the fire department
D. Get all the people out of the house

_____ 28. Water from the washing machine is running over. What would you do first?
A. Call a plumber
B. Call the water utility company
C. Turn the water off
D. Turn off the machine
E. Call the washing machine company

_____ 29. Which department should you contact to find out if your client is eligible for welfare benefits?
A. Department of Health
B. Department of Public Aid
C. Department of Mental Health
D. Department of Housing and Urban Development

_____ 30. Your child has been bitten by a dog and you're concerned about locating the animal for a rabies test. Which department should you contact first?
A. Humane Society
B. Police Department
C. Department of Children and Family Service
D. Department of Streets and Sanitation

_____ 31. Which of the following would not be an appropriate way to use a community 3-digit emergency number?
A. To report that you smell smoke, but don't see any flames
B. To report that someone has fainted on the sidewalk
C. To report that someone is trying to break into your home
D. To report a fire hazard in your apartment building

_____ 32. Whom would you call to complain about black smoke billowing from a factory?
A. The Department of Environmental Control
B. The Federal Bureau of Investigation
C. The Municipal Social Hygiene Clinic
D. The Department of Streets and Sanitation

DIRECTIONS: Read the situation and place an X in front of those procedures which are acceptable and a O in front of those which are not.

Situation: Ann is a home helper for an elderly man named Mr. Smith. When Ann comes to Mr. Smith's home Monday, she finds him lying on the living room floor. She walks over to him and discovers his face is cut and bleeding and his false teeth are cracked. Ann helps him up onto the couch.

_____ 33. Ask Mr. Smith how he feels

_____ 34. Call the emergency rescue squad

_____ 35. Get a bandage to stop the bleeding

_____ 36. Run out of the house

_____ 37. Call the teacher to find out what to do

_____ 38. Use CPR on Mr. Smith

_____ 39. Call the dentist

_____ 40. Elevate his feet

_____ 41. Talk quietly to him

_____ 42. Call a relative

DIRECTIONS: Read the description of facilities and/or resources and indicate the letter of the client group which would benefit most.

_____ 43. Different colored doorways in a nursing home or apartment house

_____ 44. Ramps to entrances

_____ 45. Improvement of equipment storage in a home

_____ 46. Green areas in a slum

A. Children
B. Economically depressed
C. Elderly
D. Physically handicapped
E. Working mothers

_____ 47. Regular bus service

_____ 48. Buses with "elevating" platforms for entry

_____ 49. Crossing guards at intersections where there are no lights

_____ 50. Consumer counseling

DIRECTIONS: Descriptions of person's communication patterns are in Column I. Select the type of communication from Column II and place the letter in the appropriate blank.

Column I	Column II
_____ 51. Always agrees. Never tells other person anything unpleasant.	A. Blamer
_____ 52. Puts everyone down by assigning the fault and trying to control others.	B. Computer
_____ 53. Sensible, correct, will not be emotional	C. Distractor
_____ 54. Ignores questions and changes the subject	D. Leveler
_____ 55. Says what is felt or thought and lets others know about self	E. Placater

DIRECTIONS: Read the description in Column I and tell which communication skill is being performed by placing the letter of the skill from Column II.

Column I	Column II
_____ 56. Mary is working for a family as a helper. She often does things wrong because she only hears part of the directions.	A. Active listening
_____ 57. Betty repeats directions after she hears them, to be sure she is right.	B. Body language
_____ 58. Jack asks questions and makes remarks as the old man in the nursing home talks to him.	C. Feed-back
_____ 59. When John told the young child to put away toys, the child turned away.	D. Half-listening
_____ 60. The distance at which employers and employees usually stand when talking.	E. Intimate distance
	F. Passive listening
	G. Social distance